



**Department of Anthropology
ANTH-2112-WAO Human Evolution
Winter 2021**

CONTACT INFORMATION

Instructor: Dr. Katie Whitaker
Email: kwhitake@lakeheadu.ca
Office Location: ZOOM
Office Hours: 3:00 – 4:00pm Wednesday or by appointment

DELIVERY MODE/LOCATION

Course Location: ZOOM
Campus: Orillia
Times: Monday and Wednesday 4:00 – 5:30pm

COURSE DESCRIPTION

The field of paleoanthropology is examined in this course. Students are introduced to comparative primate biology, including behaviour, as a background to examining the fossil evidence for human evolution.

SUPPLEMENTARY COURSE DESCRIPTION

This course will explore the concepts, theories and themes associated with the study of human evolution in order to determine what makes us human, both physically and culturally. As natural selection is not goal oriented the course will not project the idea that humans are the end of the evolutionary line, but rather one branch in a complex tree of primates.

COURSE OBJECTIVES

Be able to analyse and evaluate scholarly work.
Have a solid understanding of basic evolutionary principles.
Be able to identify the fundamental traits that make us all “human”.

LEARNING OUTCOMES

To recognize and analyse evidence and processes in human biological and social development.
To think and write critically.
To increase and expand your interest in archaeology and paleoanthropology.

REQUIRED MATERIALS

This course does not have an official textbook, instead we will be using journal articles, so you are exposed to scholarly work. Please do the readings BEFORE class. We may not always discuss these specifically; however, feel free to ask questions if anything is unclear.

Assessments **Unless otherwise stated, all assessments are due at 10:00pm by email, EXCEPT Discussion Posts, the Fossil presentation, Questions for Classmates and Responses, which are to be posted on our course website * All emailed assessments must be submitted in Word *****

<u>Assessment</u>	<u>Grade Percentage</u>	<u>Due Date</u>
Scavenger Hunt	1.5% BONUS	11:59PM January 18
Discussion Posts	15%	Closes each week on Sunday at 11:59pm
Fossil Essay	Outline: 10% Final: 20%	Confirm topic by January 18 Outline due January 27 Final due March 22
Fossil Presentation + Responses	15% + 5%	Post Presentation by February 24 Respond to questions by February 28
Questions for Classmates	5%	February 24 - 26 by 10:00pm
Film Critique	15%	April 7
Final Take-Home Exam	15%	April 21-23

ASSESSMENTS:

COURSE SCAVENGER HUNT 1.5% BONUS

On the course website you will find an optional quiz which is focussed on being aware and understanding the content of the course. The aim is to make sure you are familiar with the course rules with respect to expectations as well as the various documents found in the Content section. You will have an unlimited number of attempts to get 100% on the quiz, but it must be completed by 11:59pm on January 18. If you achieve 100% you will receive a 1.5% bump to your final mark.

DISCUSSION POSTS 15%

As it is not possible to have the usual back and forth that you get in an in-class setting, these discussion posts are the opportunity to interact with your classmates. Each week you will contribute two (2) substantive posts. Under the Discussion section you will see posts related to each assigned reading. Every week you will create one (1) original post which will include your

comments or reflections on a specific reading and a critical question that delves deeper into the reading. **Please BOLD your question.** You will also post one (1) response to your fellow classmates' original posts. These can be answers to their posted questions or further reflections on the readings. Each post (whether original or response) must be a minimum of 150 words. **Each week's readings will be locked after 11:59pm on Sundays** so please keep up. There are no make-ups.

FOSSIL ESSAY: OUTLINE 10% + FINAL 20%

Topic: Read the topic options in the course Content document **Fossil Topics** and confirm your topic with me by email (send your top three choices) **before January 18 at 10:00pm**, you must have a response from me before 10:00pm to have a confirmed topic, only one student per topic.

Outline: Your outline will include a proposed title (be creative), a detailed plan about what aspect of your fossil you will be focussing on and three references. Your references must be in correct format (see the Style Guide) and you must include a fifty (50) word description on how each of them is relevant to your topic. You must copy, paste, and complete the **Essay Outline Checklist. This is due by 10:00pm on January 27. Save your single file as Last Name Outline (ie. Whitaker Essay Outline).**

Final Essay: The focus of your essay will be on one particular fossil and its place in evolutionary history. Your final essay will be five (5) pages in length, double-spaced, not including a title page and your Reference List page. The introduction will include a comprehensive description of your fossil, touching on its name and meaning, its discovery (including by whom, when and where) as well as details on what skeletal elements are available and their preservation status.

The remainder of your essay will focus on a particular aspect of your fossil (which you will introduce in your introduction). This may include discussing any controversies that may have erupted about its placement in the family tree, its similarity (or dissimilarity) to other fossils that date to the same period and/or are found in the same geographic location, what this individual may have been like in life (including its diet, locomotion, adaptability, and abilities). I am open to further avenues, feel free to discuss them with me during office hours.

Overall, you must make sure you are backing up your statements and arguments with proof. Proof will come from journal articles and edited books. You may NOT use websites or lecture notes. You are expected to use a **minimum of five (5)** journal articles and/or edited volumes, outside of those listed in your course outline. Remember that doing the minimum does not guarantee a high mark.

You must copy and paste a completed Essay Checklist and your previously submitted outline when you submit your paper. Your paper will not be accepted without these two items.

Follow the referencing style detailed in the Style Guide. Late penalty of 5% per day, after 72 (seventy-two) hours (3 days) your paper will not be accepted. **Your paper is late after 10:00pm on March 22**, and every 24-hour period will continue from there. **Save your single file as Last Name Fossil Essay (ie. Whitaker Fossil Essay).**

FOSSIL PRESENTATION + RESPONSES 15% + 5%

Please see the Presentation Rubrics for marks breakdown. Your assignment is to create a short 5 (five) minute PowerPoint presentation (it **MUST be PowerPoint**, please do not use any other method, and do not provide a link to a Google drive, YouTube or any other source) that details what your fossil is and what significance it may have to evolution. Be sure to touch on its initial discovery, the meaning behind its name, its features (morphological and other), its proposed time range, its proposed place in our evolutionary bushy tree and why this fossil is important. This will be a combination of visual slides (so definitely include lots of pictures and maps) and audio (you can record your audio with the slides). Your first slide will be a title page with a unique title and your name (be sure to introduce yourself!), and the final slide will be a Reference List, using the required format detailed in the Style Guide. Please note this assessment cannot be handed in late as it messes up your classmates' questions and your responses. **Please save your PowerPoint file as Last Name Fossil Presentation** (ie. Whitaker Fossil Presentation) and start a new thread under the appropriate Discussion topic.

You must use a minimum of 3 (three) peer-reviewed sources. Please only use peer-reviewed sources, exceptions include National Geographic and the Smithsonian, but no blogs or Wikipedia (please get in touch with me prior to finishing your presentation if this is unclear). You do not need to cite images. You will upload your presentation to the appropriate Discussion section on our course website **by 10:00pm on February 24**. Your classmates will then have until February 26 at 10:00pm to ask you questions about your presentation. You will then have until February 28 at 10:00pm to comprehensively respond to those questions to earn 5%.

QUESTIONS FOR CLASSMATES 5%

In connection with the discussion posts, it is difficult to create an atmosphere where you and your classmates can interact with one another. These questions provide the opportunity to connect and learn from others. You are required to ask **a minimum of 5 (five) meaningful questions** once your classmates have posted their Fossil Presentation. ****Please be sure to read the questions that have already been posted so you do not ask the same one.**** You will have from February 24 at 10:00pm to February 26 at 10:00pm to post your questions. Questions posted after this time will not count.

FILM CRITIQUE 15%

On March 22 a film title will be posted in the Announcements section of the course website. The film itself will be available on YouTube. Your assignment is to watch the film and write a 3 (three) page critique about its subject matter. Your critique will first include a short (less than one page) synopsis of the film. For the remaining two pages, you will critique the film. As it will be one that is more than a decade old, part of your job will be to assess whether its findings still hold up. Using a minimum of 3 (three) scholarly sources, with at least one supporting **using archaeology** and one contradicting or improving upon the data, discuss the merits and the results of the work. This can be in first person, and you can include your own thoughts, **HOWEVER**, as you are not presently experts in the field, you **MUST** refer to actual experts when composing your criticisms (ie. don't just say you didn't find it convincing; you need to say authors A, B and C would not (or would) agree because of X, Y and Z). **Your complete critique must include a title page, a reference list and a completed Film Critique Checklist in one file, named Last Name Film Critique (ie. Whitaker Film Critique).** The single Word file is due by 10:00pm on April 7, by email.

FINAL TAKE-HOME 15%

The exam will consist of essay questions that require you to extrapolate data and think critically. As a result of the lectures and the assigned readings, you will have developed these skills throughout the course and as long as you have reviewed all of these components (which will enable you to draw in examples and create a discussion), this should be straightforward. No outside reading or research is required. There will be a review during the last class, and you are free to discuss any concerns and questions you have with me. You will include a title page, a single Reference List and a completed Final Exam Checklist, all in one file. **Please save your single Word file as Last Name Final Exam (ie. Whitaker Final Exam).** The take-home exam will take place between **April 21-23 and last 48 hours**. This cannot be submitted late and there are no extensions.

COURSE SCHEDULE

Date	Topic	Material
JANUARY 11	Introduction	
JANUARY 13	History of Evolutionary Study	Butler 1882
JANUARY 18	Darwin and Mendel	Rubicz <i>et al.</i> 2010
JANUARY 20	Speciation and Phylogeny	Jones 2013; Groves 2013
JANUARY 25	Modern Evolutionary Principles + DNA	Greeff 2007; Jensen <i>et al.</i> 2019
JANUARY 27	Primate Origins	Zhou <i>et al.</i> 2013
FEBRUARY 1	Our Early Ancestors	Böhme <i>et al.</i> 2019
FEBRUARY 3	Non-bipedal Locomotion	Schmitt <i>et al.</i> 2005
FEBRUARY 8	Environmental Adaptation I	Manduell <i>et al.</i> 2012
FEBRUARY 10	Hominid Characteristics	Gibbons 2002
FEBRUARY 22	Australopithecines	Haile-Selassie <i>et al.</i> 2019
FEBRUARY 24	Early Homo I	Domínguez-Rodrigo and Pickering 2003; Strait <i>et al.</i> 2013
MARCH 1	Neanderthals and Denisovans	Tattersall 2006; Zilhao <i>et al.</i> 2020
MARCH 3	Early Homo II	Rizal <i>et al.</i> 2020
MARCH 8	Venturing out of Africa	Antón 2020; Kappelman <i>et al.</i> 2008
MARCH 10	AMHS	Shea 2008; Stringer 2016
MARCH 15	Complicated Eurasia	Clarkson <i>et al.</i> 2020

MARCH 17	Environmental Adaptation II	Wynn 2004; Blasi <i>et al.</i> 2019
MARCH 22	The Americas	Rasmussen <i>et al.</i> 2014; Davis <i>et al.</i> 2019
MARCH 24	Tools	Spikens 2012
MARCH 29	Art	De Smedt and De Cruz 2011; Huppatz 2012
MARCH 31	Foreign DNA	Hublin 2017; Hawkes 2017; Wolf and Akey 2018
APRIL 7	Evolution and Climate Change	Steggmann 2007
APRIL 12	Wrap up and exam review	Reading TBA

Journal Articles: In the same order as they appear in the course schedule

Butler S. 1882. Evolution, old and new; or, the theories of Buffon, Dr. Erasmus Darwin, and Lamarck, as compared with that of Mr. Charles Darwin. London; D. Bogue: 34-42. **GET THIS PUBLICATION ON GOOGLE BOOKS** (just search the title)

Rubicz R, M Zlojutro, G Sun, V Spitsyn, R Deka, KL Young and MH Crawford. 2010. Genetic architecture of a small, recently aggregated Aleut population: Bering Island, Russia. *Human Biology* 82: 719-36.

Jones CB. 2013. Constraints on speciation in human populations: phenotypic diversity matters. *Human Biology Review* 2: 263-279.

Groves CP. 2013. The nature of species: A rejoinder to Zachos *et al.* *Mammalian Biology* 78: 7-9.

Greeff JM. 2007. Deconstructing Jaco: Genetic heritage of an Afrikaner. *Annals of Human Genetics* 71: 674-88.

Jensen TZT, J Niemann, KH Iversen, AK Fotakis, S Gopalakrishnan, AJ Vågene, MW Pedersen, M-HS Sinding, MR Ellegaard, ME Allentoft, LT Lanigan, AJ Taurozzi, SH Nielsen, MW Dee, MN Mortensen, MC Christensen, SA Sørensen, MJ Collins, MTP Gilbert, M Sikora, S Rasmussen and H Schroeder. 2019. A 5700-year-old human genome and oral microbiome from chewed birch pitch. *Nature Communications* 10: 5520.

Zhou C-F, S Wu, T Martin and Z-X Luo. 2013. A Jurassic mammaliaform and the earliest mammalian evolutionary adaptations. *Nature* 500: 163-167.

Böhme M, N Spassov, J Fuss, A Tröscher, AS Deane, J Prieto, U Kirscher, T Lechner and DR Begun. 2019. A new Miocene ape and locomotion in the ancestor of great apes and humans. *Nature* 575: 489-93.

Schmitt D, MD Rose, JE Turnquist and P Lemelin. 2005. Role of the prehensile tail during Ateline locomotion: Experimental and osteological evidence. *American Journal of Physical Anthropology* 126: 435-446.

Manduell KL, ME Harrison and SKS Thorpe. 2012. Forest structure and support availability influence Orangutan locomotion in Sumatra and Borneo. *American Journal of Primatology* 74: 1128-1142.

Gibbons A. 2002. In search of the first Hominids. *Science, New Series* 295 (No. 5558): 1214-1219.

Haile-Selassie, SM Melillo, A Vazzana, S Benazzi and TM Ryan. 2019. A 3.8-million-year-old hominin cranium from Woranso-Mille, Ethiopia. *Nature* 573: 214-221.

Domínguez-Rodrigo M and TR Pickering. 2003. Early Hominid hunting and scavenging: A zooarchaeological review. *Evolutionary Anthropology* 12: 275-282.

Strait DS, P Constantino, PW Lucas, BG Richmond, MA Spencer, PC Dechow, CF Ross, IR Grosse, BW Wright, BA Wood, GW Weber, Q Wang, C Byron, DE Slice, J Chalk, AL Smith, LC Smith, S Wood, M Berthaume, S Benazzi, C Dzialo, K Tamvada and JA Ledogar. 2013. Viewpoints: Diet and dietary adaptations in early Hominins: the hard food perspective. *American Journal of Physical Anthropology* 151: 339-355.

Tattersall I. 2006. Neanderthal skeletal structure and the place of *Homo neanderthalensis* in European hominid phylogeny. *Human Evolution* 21: 269-274.

Zilhão J, DE Angelucci, MA Igreja, LJ Arnold, E Badal, P Callapez, JL Cardoso, F d'Errico, J Daura, M Demuro, M Deschamps, C Dupont, S Gabriel, DL Hoffmann, P Legoinha, H Matias, AM Monge Soares, M Nabais, P Portela, A Queffelec, F Rodrigues and P Souto. 2020. Last Interglacial Iberian Neandertals as fisher-hunter-gatherers. *Science* 367: 1-13.

Rizal Y, KE Westaway, Y Zaim, GD van den Bergh, EA Bettis III, MJ Morwood, OF Huffman, R Grün, R Joannes-Boyau, RM Bailey, Sidarto, MC Westaway, I Kurniawan, MW Moore, M Storey, F Aziz, Suminto, J-X Zhao, Aswan, ME Sipola, R Larick, JP Zonneveld, R Scott, S Putt and RL Ciochon. 2020. Last appearance of *Homo erectus* at Ngandong, Java, 117,000-108,000 years ago. *Nature* 577: 381-385.

Antón S. 2020. All who wander are not lost. *Science* 368: 34-35.

Kapplerman J, MC Alçiçek, N Kazanci, M Schultz, M Özkul and S Sen. 2008. Brief Communication: First *Homo erectus* from Turkey and Implications for Migrations into Temperate Eurasia. *American Journal of Physical Anthropology* 135: 110-116.

Shea JJ. 2008. The middle stone age archaeology of the Lower Omo Valley Kibish Formation: excavations, lithic assemblages, and inferred patterns of early *Homo sapiens* behaviour. *Journal of Human Evolution* 55: 448-485.

Stringer C. 2016. The origin and evolution of *Homo sapiens*. *Philosophical Transactions B* 371: 20150237.

Clarkson C, C Harris, B Li, CM Neudorf, RG Roberts, C Lane, K Norman, J Pal, S Jones, C Shipton, J Koshy, MC Gupta, DP Mishra, AK Dubey, N Boivin and M Petraglia. 2020. Human occupation of northern India spans the Toba super-eruption ~74,000 years ago. *Nature Communication* 11, 961: 14668-74.

Wynn JG. 2004. Influence of Plio-Pleistocene aridification on human evolution: Evidence from paleosols of the Turkana Basin, Kenya. *American Journal of Physical Anthropology* 123: 106-118.

Blasi DE, S Moran, SR Moisiuk, P Widmer, D Dediu and B Bickel. 2019. Human sound systems are shaped by post-Neolithic changes in bite configuration. *Science* 363: 1192-1203.

Rasmussen M, SL Anzick, MR Waters, P Skoglund, M DeGiorgio, TW Stafford Jr. S Rasmussen, I Moltke, A Albrechtsen, SM Doyle, GD Poznik, V Gudmundsdottir, R Yadav, AS Malaspinas, SS White V, ME Allentoft, OE Cornejo, K Tambets, A Eriksson, PD Heintzman, M Karmin, TS Korneliussen, DJ Meltzer, TL Pierre, J Stenderup, L Saag, VM Warmuth, MC Lopes, RS Malhi, S Brunak, T Sicheritz-Ponten, I Barnes, M Collins, L Orlando, F Balloux, A Manica, R Gupta, M Metspalu, CD Bustamante, M Jakobsson, R Nielsen and E Willersley. 2014. The genome of a Late Pleistocene human from a Clovis burial site in western Montana. *Nature* 506: 225-229.

Davis LG, DB Madsen, L Becerra-Valdivia, T Higham, DA Sisson, SM Skinner, D Stueber, AJ Nyers, A Keen-Zebert, C Neudorf, M Cheyney, M Izuho, F Iizuka, SR Burns, CW Epps, SC Willis and I Buvit. 2019. Late Upper Paleolithic occupation at Cooper's Ferry, Idaho, USA, ~16,000 years ago. *Science* 365: 891-97.

Spikins P. 2012. Goodwill hunting? Debates over the 'meaning' of Lower Paleolithic handaxe form revisited. *World Archaeology* 44: 378-92.

De Smedt J and H De Cruz. 2011. A cognitive approach to the earliest art. *The Journal of Aesthetics and Art Criticism* 69: 379-389.

Huppatz DJ. 2012. The first interior? Reconsidering the cave. *Journal of Interior Design* 37: 1-8.

Hublin J-J. 2017. The last Neanderthal. *Proceedings of the National Academy of Science* 114:

10520-10522.

Hawks J. 2017. Neanderthals and Denisovans as biological invaders. *Proceedings of the National Academy of Science* 114: 9761-9763.

Wolf AB and JM Akey 2018. Outstanding questions in the study of archaic hominin admixture. *PLoS Genetics* 14: e1007349.

Stegmann AT Jr. 2007. Human cold adaptation: An unfinished agenda. *American Journal of Human Biology* 19: 218-227.

COURSE POLICIES

Class expectations: You are expected to read this outline in its entirety and follow all guidelines as they are clearly set out. If you have any questions, ask them as soon as possible. I will not necessarily be checking my email the night before an assignment is due so please plan accordingly. Although we will be discussing evolution throughout this course, we will be maintaining a scientific focus. We will not be debating the merits or the accuracy of evolution in comparison to religious thought. You are free to have whatever opinions you may have on the matter but please leave these non-scientific opinions at the (Zoom)door, as this is not the appropriate forum for them. This class will be a respectful place; no insulting language or actions will be tolerated. **There is absolutely no photography or lecture recording permitted in this class.**

Courtesy in Communication: Feel free to email me regarding concerns, however please read through this course outline first, as often, the answer can be found here. In composing your email you must send it from your Lakehead account (I am not allowed to reply to personal email accounts so if I do not reply, that is why), include your course number in the subject field and write a formal email (this means actual sentences), addressing myself in a respectful manner (Dr. Whitaker), use complete sentences and sign your email with your full name and student number. Please do not simply attach assignments to blank emails or write as though you are sending a text to your friend. I will try to answer emails in a timely manner, usually within 48 hours, though I will not be checking or responding to emails from 6pm on Friday to 9am on Monday.

Readings: You are expected to complete all readings BEFORE the assigned class. We may discuss the readings in class, but your lectures will not follow them so come to class prepared to answer questions.

Attendance: It is HIGHLY recommended you attend all classes. It is expected you will show up and participate in every class. Lecture notes and power point presentations WILL NOT be provided so it is up to you to ensure you are keeping up with the pace of the course. Please see me as soon as possible if you feel you are getting behind.

Late Assignments: You are expected to submit all work on time. If an assignment is late, 5% will be deducted for every 24 hours past the due date and will not be accepted after three days (72 hours after the deadline). The Anthropology Department will not accept assignments in person or by email. Deadlines are firm and **no extensions** will be given unless there are extenuating circumstances and the appropriate documentation (e.g. doctor's note, obituary) is provided. If an extension is required, Dr. Whitaker must be informed by email at least 24 hours BEFORE the assignment is due by email. Required documentation will be specific to each case but may include a Lakehead medical certificate or death certificate as appropriate. **Please note stating that you have a lot of other course work is not grounds for an extension, and honestly, no professor wants to hear this excuse.** Required documentation will be specific to each case as appropriate. You must have a response from Dr. Whitaker indicating the granting of an extension as confirmation it has been accepted. **ALWAYS** keep a backup copy of your work!

Submitting Assignments by Email: Since you will not be submitting your assignments in class, you are still expected to submit all assignments on time, which is by 10:00pm on Monday or Wednesday. In submitting your assignment compose an email (refer to the section above on Courtesy in Communication) and include your assignment as a single **WORD** attachment (no other formats will be accepted). Please name the attachment in the format Last Name Assignment Type (ie. Whitaker Article Summary). I will not accept an assignment if it is not named in the correct format.

Regrading Assignments: If you feel you deserve a different mark on an assignment, please use the following procedure: **take 24 hours to consider your assignment.** Read through all of the comments and think about what aspects you understand and agree with and where you have concerns. After 24 hours compose a written explanation of why you feel you deserve a different mark by specifically referring to areas within your paper and the grading rubric for your specific assignment. Do not discuss your work in relation to other students', but rather within the context of the work you have put into it and the assignment expectations. Email your explanation as an attachment and also include a copy of your marked assignment. You can expect a response within 72 hours, however, keep in mind your mark could remain the same, be increased, or possibly decreased upon a secondary review.

Academic Conduct: You are expected, as a university student, to abide by and follow the student code of conduct. This means you will submit only your own, original work. If it is found that you have been less than honest in your submission you may receive a mark of zero for the assignment or the course and may possibly face further penalties. Just don't do it. **The standard definition of plagiarism is copying four or more words in a row without quote marks. A consistent pattern of "paraphrasing" by changing only one or two words also constitutes plagiarism.**

GENERAL REGULATIONS

Student Accessibility Services (SAS) (Thunder Bay) and Student Affairs (Orillia) coordinate services and facilitates reasonable academic accommodations for students with disabilities. Academic accommodations are provided on the basis of documentation of a disability. Additional information is available at the following campus websites:

Thunder Bay:

<http://learningassistance.lakeheadu.ca/>.

Orillia:

<http://orillia.lakeheadu.ca/about-us--orillia-student-affairs/>

ACADEMIC DISHONESTY:

The University takes a most serious view of offences against academic honesty such as plagiarism, cheating and impersonation. Penalties for dealing with such offences will be strictly enforced.

A copy of the "Code of Student Behaviour and Disciplinary Procedures" including sections on plagiarism and other forms of misconduct may be obtained from the Office of the Registrar.

The following rules shall govern the treatment of candidates who have been found guilty of attempting to obtain academic credit dishonestly.

(a) The minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part of a course will be a zero for the work concerned.

(b) A candidate found guilty of cheating on a formal examination or a test, or of serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

Students disciplined under the Code of Student Behaviour and Disciplinary Procedures may appeal their case through the Judicial Panel.

Note: "Plagiarism" shall be deemed to include:

1. Plagiarism of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing or footnoting or endnoting.
2. Plagiarism of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present but referencing or footnoting or endnoting is given.
3. Plagiarism of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or endnoting is given.

A listing of University Regulations can be found at:

<http://calendar.lakeheadu.ca/current/contents/regulations/univregsintro.html>

The code of student behaviour and disciplinary procedures can be found at:

<http://policies.lakeheadu.ca/policy.php?pid=60>